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ABSTRACT

This resource paper provides information about postsecondary programs for young adults with substantial learning disabilities and other special needs. The introductory section outlines characteristics of the population and components of successful educational programs. Subsequent sections include guidelines for recognizing the young person's strengths and weaknesses and recommendations for teaching them independent living skills. Another section, addressed to the young adult, helps the student assess his or her job readiness skills, work habits, and independent living skills. The paper is designed to be read by the young adult and then to serve as a basis for discussion with parents or other advisers. Several postsecondary programs for young adults with learning disabilities are listed and briefly described, within the categories of residential programs, campus-based programs, vocational day programs, and social skills training programs. Final sections list employment information sources and selected publications. (JDD)

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HEATH Resource Center
Higher Education and Adult Training for people with Handicaps

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YOUNG ADULTS WITH LEARNING DISABILITIES AND OTHER SPECIAL NEEDS:

Guide for Selecting Postsecondary Transition Programs

This resource paper provides information about postsecondary programs for young adults with substantial learning disabilities and other special needs. The paper has been written in response to inquiries to HEATH from professionals and parents. On the basis of their descriptions of these young adults, the introductory section of the paper gives the characteristics of the population, as well as components of selected educational and training programs which seem to be successful.

The first sections are addressed to parents and professionals, including counselors, transition specialists, program directors, and others. Included are guidelines for recognizing the young person's strengths and weaknesses, and recommendations for teaching them skills necessary to live more independently. Another section, addressed to the young adult, can serve as a worksheet for discussion with parents or other advisers. The section on programs and resources outlines a variety of settings: some are residential or day programs; some are skills oriented; others are social and informal. A few programs with local appeal are described to encourage the development of such programs elsewhere. Final sections list employment information sources and selected publications. These lists can help families who choose to create their own individual approach to their son's or daughter's years after high school. Available funding from the U.S. Department of Education and from the Foundation for Children with Learning Disabilities (FCLD) to encourage the development of model transition programs is briefly described.

INTRODUCTION

A sizeable number of parents and professionals call HEATH to describe a group of young adults who have substantial learning disabilities and other special needs which make it difficult to plan for the period immediately after high school. Most of these young people have had individualized educational plans (IEP's) in high school. Some have been mainstreamed and have graduated with their age cohorts with special diplomas or certificates. Others have dropped out or entered training programs which did not lead to satisfactory skill development. Most have left the public school system by age 18, although services are available to them until age 21, or later in some states. They function far below grade level because they do not have the reading, writing, and math skills necessary to complete a college degree program, even if they are offered tutoring or instructional adaptations.

Many young people in this group are unable to enter a college, career school, or a full time job right after high school. They frequently stay at home well into their 20's, trying one short term job after another. Some spend many lonely hours at home with nothing to do. They are often depressed, and they tend to have no sense of what work might be meaningful for them or even how to search for employment. Too often, families do not know how to help them. A general poll of persons with disabilities taken by Louis Harris in 1986 estimates that two-thirds of this population are unemployed.

These young people seem several years younger than others of their age because of some characteristic behaviors. They have difficulty expressing themselves and understanding verbal, nonverbal, and written communications. They experience great difficulty in organizing possessions, plans, time, and thoughts. They tend to accumulate knowledge and learn the essential skills of daily living more slowly than their peers. They are inconsistent and somewhat unpredictable in their use of abilities and in their behavior. Even more than most young people, this young adult has goals far different from what is realistically possible. In general, they are immature for their age.

Parents and professionals believe that many of these characteristics may be attributed to substantial, language-based learning disabilities. In addition, other developmental immaturities in these young adults indicate that they need a much longer period of time to prepare for employment than do their age cohorts. They "fall between the cracks" of available postsecondary programming. On the one hand, they are not able to manage traditional college settings; adaptations such as special testing conditions and timing of assignments do not meet their needs. On the other hand, they clearly do not need the type of extensive, continuing, and constant support which is offered in programs for those with mental retardation.

The group for whom this paper is written needs an intermediate level of support. These young adults need:

- **individually prescribed, concrete, step-by-step teaching strategies in an educational or training setting;**
- **sensitive and encouraging acceptance in the workplace selected; and**

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This national clearinghouse on postsecondary education for individuals with handicaps is funded by the U.S. Department of Education

- **continuing, but not constant, supervision from family, friends, and other adults for a number of years.**

As mentioned above, these young adults frequently have long term goals of living and working independently, as do their siblings and peers. Professionals now believe that increasing independence is reasonable for this group if they can spend additional time in specially tailored programs or have family support to help them develop both skills and strategies for coping with life. That is, most should eventually be able to live independently from family in a supportive setting. They should be able to work competitively, and to enjoy a satisfying and useful adult life. With long term family encouragement, they can be increasingly independent and take their places in society.

Parents and advisers who call or write to HEATH Resource Center are searching for programs that will provide additional training in how to:

- make appropriate choices;
- develop a reasonable plan and follow through on it;
- improve ability to concentrate on instructions and complete assigned tasks;
- behave within the boundaries of social acceptability;
- develop and demonstrate positive self-concept;
- perceive and respond to social cues or nonverbal behavior;
- develop planning and goal setting strategies, which will develop foresight and judgment;
- reflect on their own strengths and weaknesses;
- express needs to the appropriate persons, as a self advocate;
- decide to ask for help in any of the above.

In order to accomplish these goals, the programs should teach social skills, study skills, entry level work skills, and specific job skills. The hope is that the young adult will then be more able to consider special programs in a community college or in vocational training, and be able to live semi-independently, as with a small group of friends.

FOR PARENTS: PREPARING TO LET GO

Parents can do a great deal to help a son or daughter prepare for life after high school. Young people need encouragement, experience and exposure to new opportunities, and a great deal of support in order to mature to the point of becoming as self-sufficient and productive as possible. The challenge is to find or create a setting after high school that offers the young person a chance to develop his/her potential. The young adult considered here requires, even more than most people, to have strengths acknowledged. They need to have step-by-step instruction in how to perform some of life's essential tasks, and they need to be involved in planning their own activities. Wherever possible, parents should try to provide their sons or daughters responsibilities appropriate to their abilities so that their actions will be reinforced by their own success.

Professionals believe it is crucial for parents to have realistic expectations. Parents' goals for sons or daughters should be based on a clear understanding of the young person's capabilities in order to capitalize on positive motivation. It is important to guide choices toward successful experiences rather than activities which lead to disappointment or failure. This is especially difficult in families where parents and other siblings are high achievers who enjoy and expect high levels of academic, business, and social success.

Contrary to what many parents have been told, the way this young adult learns cannot be radically transformed or eliminated by training, although maturity will bring many abilities into focus. In other words, the patterns (which some call deficiencies) will not be entirely outgrown, but they are manageable. Program directors have found that parents sometimes expect that when a son or daughter has had success in a carefully structured and supportive environment, he or she might be able to do as well in a more traditional college/training program. This is not likely to be the case, they add.

Families go through developmental stages and processes just as individuals do, and sometimes it is difficult to continue to be supportive. It is tempting to think that once a program has been found, the path to independence is clear. Too often a new need arises requiring a different approach and additional flexibilty of thinking. Even more than most young people, this type of young adult will usually attempt many short term options before a satisfying niche is established.

HOW CAN PARENTS HELP AT HOME?

Various aspects of daily living can be learned at home and will help contribute to later independence:

- Share cleaning, shopping, and meal preparation responsibilities to provide learning opportunities and the satisfaction of accomplishment.
- Help your son or daughter develop money management skills, such as budgeting and banking. Managing a weekly allowance or income from doing small jobs is part of preparation for managing income from a salary.
- Encourage your son or daughter to participate in leisure activities by assisting him/her to locate an appropriate club or class, or by starting such a group. Such groups offer opportunities for forming friendships, often particularly difficult for a young adult with substantial learning problems.
- Work along with your son or daughter in home or community tasks. Companionable modeling of how to do things encourages self-confidence and willingness to try independently.
- Expand the job options that your son/daughter could consider by discussing appropriate jobs in your workplace. Encourage questions and respond to concerns. If you know of places or people who would be understanding and augment skill development, try to enlist their help.

- Explore the possibility of having your son or daughter become a client of Vocational Rehabilitation (VR). Send for HEATH's resource paper about vocational rehabilitation services listed in the publications section below. Libraries or high school guidance offices may be able to help you locate the VR office nearest you, or look in the state listings of your local telephone book.
- Consider adult education courses as a part of an individualized program of activities and training. Your local school system will provide a catalogue of offerings.
- Consider making a written contract with your son or daughter which would appoint you, or another adult, to act as a coach. Having such a business-like arrangement allows the coach to make suggestions and the young person to ask for assistance in an orderly manner.
- Set up a daily routine, encourage him/her to follow it, and teach ways to compensate for scheduling problems.
- LISTEN to your young person and try to help him or her express ideas, make suggestions, and try new experiences and tasks.

Certain skills are invaluable in today's society. These will contribute significantly to getting and maintaining jobs and sustaining independence from family-based living. Some key skills are:

— Driving (Professionals urge that a teacher be chosen who knows how to capitalize on the student's style of learning.)
— Touch typing/word processing
— Using public transportation
— Choosing nutritious foods
— Making medical/dental/business appointments; remembering them, getting there on time, and returning
— Handling emergency situations

Above all, **let go!** It is difficult to know that your young adult will experience failure and make mistakes, and your instinct is to protect him/her from it. Parents who pull back and allow the process of growth and experimentation to occur find that young people can accept the lessons from life which they learn from false starts, even if the lessons are painful. They sometimes accept "the real world" more readily than having their parents tell them "what might happen." It is also true that you have to be willing to let go even when you receive overt or subtle criticism from the extended family and well-meaning friends.

Observers believe that appropriate jobs are available. To find the jobs and keep them, these young people need to be reassured, encouraged to ask for help when it's needed, and then allowed to try. In this population jobs are most often lost, not because the worker is lacking skills, but because he/she lacks awareness of acceptable social behaviors. Family and friends are essential as sources of modeling and providing cues in how to cope. They can offer optimism and applaud progress as experiences occur.

FOR PROFESSIONALS AND PARENTS: PREPARING FOR TRAINING AND FOR EMPLOYMENT

Before choosing a postsecondary program, parents or advisers should assess which skills and needs are present and which must be emphasized in the next stage of the young adult's training. Among the various ways to distinguish are a **transition checklist,** a **vocational evaluation,** and **training on the job,** with observation of performance while in volunteer or part-time job trials. This group of young persons with substantial learning disabilities will need to try numerous programs and jobs, learning something from each. Parents and advisers will need to remain optimistic and flexible much longer than with other young adults embarking on postsecondary education or employment/careers.

Transition Checklist

One approach parents, counselors, or transition specialists can take to assess personal skills is to use the Transition Checklist below, developed by The Federation for Children with Special Needs (312 Stuart Street, Boston, MA 02116, 617-482-2915).

Transition Checklist

Domestic Skills—Can he/she:

__ prepare a breakfast, lunch, supper, snack, or pack a lunch
__ clean own room
__ do laundry: use washer, dryer, and iron
__ budget time

Vocational Skills—Can he/she:

__ get to/from work, on time
__ punch/sign in appropriately
__ perform work satisfactorily
__ work cooperatively with co-workers
__ take break/lunch appropriately
__ wear suitable clothing
__ use appropriate safety procedures
__ follow directions
__ accept supervision

Recreation/Leisure—Can he/she:

__ use free time for pleasure
__ choose reasonable activities
__ pick a hobby
__ perform required activities
__ use community resources

Community Skills—Can he/she:

__ use public transportation
__ shop for groceries, clothing
__ make necessary appointments
__ use phone
__ use bank accounts
__ be safe in traffic, among strangers
__ know how to seek help
__ handle money

Social/Personal Skills—Can he/she:

__ supply appropriate personal identification
__ greet people appropriately
__ use contemporary style of dress, hair, make-up
__ use good grooming, hygiene skills
__ "talk" with friends/co-workers
__ be courteous
__ be responsible
__ be happy

A similar checklist is offered in **Unlocking Potential: College and Other Choices for Learning Disabled People: A Step-By-Step Guide,** a book which is included in the selected publications list at the end of this resource paper.

Vocational Evaluation

Another approach is to get a professional vocational evaluation. When effectively administered and interpreted it provides constructive and positive feedback about the individual's vocational interests, abilities, and learning style. The evaluation should be a multidisciplinary one, involving a variety of professionals working together. The results of the separate tests should be coordinated and interpreted for the student by a psychologist or vocational counselor who is knowledgeable about young adults with substantial learning disabilities and other special needs.

Although there is a lack of consensus by professionals about how extensive and complete the assessment should be, the basic components of a vocational evaluation include:

- interview and behavioral observation; work samples, including "hands-on" activities using the same materials, tools, and tasks found in the real work setting;
- psychometric tests measuring an individual's aptitude, interests, dexterity, and academic achievement; and
- situational assessment, which simulates the actual work conditions to assess work behaviors.

There are a variety of ways to get a vocational evaluation. For the young adult out of school, the assessment can be done by a career counselor and/or the coordinator of disabled student services at the local community college, university, a vocational-technical school, or by a Vocational Rehabilitation counselor. These professionals can interview and assess (usually through paper and pencil tests) career interests, abilities, and strengths. In addition, there are numerous private nonprofit community based organizations (e.g. Goodwill Industries, Association for Retarded Citizens). There are also private sources (e.g. private rehabilitation certified vocational evaluators, and for-profit agencies) that provide assessment services to individuals with handicaps. Each state has a Special Needs Coordinator of the State Department of Education. This individual is responsible for vocational education services and programs for persons with disabilities and can provide information on sources of vocational evaluation.

Training on the Job

A job trial and/or volunteer work in the actual field the young person chooses can include observations and reports of progress. These procedures are sometimes effective ways to determine whether the young person has potential to do a particular type of job. There are several reasons for this approach, rather than using testing instruments: frequently, a person with the kinds of special needs described in this paper does poorly in any sort of test situation; a task failed in the test may be successfully accomplished in a real work setting with the assistance and encouragement of fellow workers; and skills identified as necessary in tests for a given job may not actually be required in the specific job setting. So, for some people, the best preparation for working is doing it!

It is usually essential for parents and other interested adults to assist by developing a receptive climate in the chosen workplace. Clarify ahead of time who will supervise and coach the young person as situations develop. Thus, the significant adults involved can tailor a special "program" which does not require support from agencies and counselors in the formal sense by remaining available, attentive (without being overbearing), and flexible in the face of the difficulties that may arise.

Computer Technology as Training in Home and Workplace

Although it is neither necessary nor always advisable, some families and professionals are finding that the microcomputer is a versatile tool which can be motivating for some students with learning disabilities. Software for those with vision impairment or for those who cannot write or calculate is proving helpful. For example, some skills such as typing and banking can be self-taught using computer programs.

The Resource Section of this paper lists HEATH's current memorandum, **Computers, Disability, and Postsecondary Education** which contains several sources of information that will help parents and counselors who wish to select hardware and software appropriate for the specific needs of these young adults.

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FOR THE YOUNG ADULT: PREPARING FOR INDEPENDENCE

[NOTE: This section is recommended for use as a basis of discussion between parents or the counselor and the young adult, rather than as a worksheet for the young person alone.]

You are probably looking forward to having your own money to spend, your own apartment or room with friends, and the chance to choose how to spend your free time. You know you'll need a job. To get one you will probably need some training. It is not too early to plan ahead.

In this section we are going ask questions such as, Are you ready for a job? Are you ready to live away from your family? How can you spend your spare time?

You can use this section to talk with your parents, an adult friend, or a counselor about selecting your next program.

Are you ready for a job?

Whether you are still in high school or have been out of school a while, you can start by making a list of jobs you might like to do. What do you do well? What kind of work do you enjoy?

Here are some steps you can take to answer these questions:

- First: Find out as much as you can about yourself. Everyone has strong points as well as weaknesses. It will help you to know what yours are. For example, how do you learn something new? Is it easier when someone **shows** you how to do a task? Or, do you prefer a slow, careful explanation?
- Second: Find out as much as you can about the work world. Ask your parents or other adults about the different kinds of jobs that are done in their workplaces. How do employees learn their jobs? What kinds of rules must be followed?
- Third: Learn as many skills as you can at home. Many will help you in the workplace.
- Fourth: Decide if you need further training or experience, or both.
- Fifth: If you want more experience before looking for a full-time job, first look for a **part-time job** or volunteer work in your community. Hospitals, day care centers, and churches are examples of places looking for help. You could also try YMCA's, YWCA's, or Jewish Community Centers. Volunteering will help you find out what you like to do, what kind of places you enjoy working in, and what you are good at.
- Sixth: If you feel you are ready for a full-time job, discuss with your parents and other adults your ideas about what jobs would be interesting to you and reasonably located so you can manage transportation. Think about ways to make a good impression when interviewing for the job.
- Seventh: You can expect to get some training on the job. Your new boss might even ask you to take classes to improve certain skills before you begin.

Do you have good work habits?

There are some things that every employer expects a worker to be:

- **Regular in attendance:** It is important to be dependable and to show up for work every day. Others will be counting on you. If you cannot get to work, you must have a very good reason. Let your employer know you will be absent as soon as you can.
- **On time!** Your boss and fellow workers will be depending on you to be punctual and to show up as expected to do your job. If you are going to be late, you must have a very good reason. Call your boss right away.
- **A good team member:** People who work together need to cooperate. Employees should treat each other with respect. Like a family or group of friends, workers should consider one another's feelings and rights. Unfortunately, many people lose their jobs because they have never learned how to cooperate with others.
- **A "competitive" employee:** *After you have learned how to do the job,* you must do all the tasks listed in your job description. Here's what "competitive" means:
  - — You learn how to do a task without having to be shown again every time you need to repeat it, but . . .
  - — You ask for help when you are not really sure what to do.
  - — You get started on your own. You can tell when a task is finished and done well.
  - — You stay calm and continue working even when things seem tense in your workplace.
  - — You can take criticism that is meant to teach you, without getting upset, and learn from it.

In summary, you can begin planning to work by learning as much as possible about yourself and the work world. You can volunteer in your community. You can work at a part-time or full-time job. You can practice good work habits such as being dependable, punctual, working as a team player, and following the standards of a competitive worker.

Are you ready to live away from your family?

People who live away from family need to learn how to do some important things in order to take care of an apartment, shop and cook, pay bills, and have an enjoyable time with friends. You can begin to do some of these things, and it will help you later:

- Develop a budget. From money available to you, you will need to set aside a certain amount for rent, food, utilities, clothes, recreation, gifts, and savings. Consider opening a checking account and a savings account.
- Spend your money according to your planned budget; be sure you have enough left for necessary items.
- Pay bills promptly.
- Do home chores: plan meals, shop, cook, and serve. Make a schedule to remind yourself when to clean, do laundry, and do errands.
- Ask for help from parents or other adult friends. Work with them to learn hints on how to do these things more easily. Share good tips with others.

What can you do in your spare time?

People who live independently from family make their own decisions about how to spend spare time. Since you may eventually want to live with one or more friends, it is helpful to begin looking for people who share interests with you. You can make friends more easily if you are in a group learning and enjoying activities together. Here are some ideas:

- Social clubs, churches, synagogues, and community centers
- Creative and recreational activities, such as handcrafts, photography, painting, cooking, woodwork, excercise classes
- Sports, acting, or singing groups
- Volunteer jobs in community organizations

POSTSECONDARY PROGRAMS FOR YOUNG ADULTS WITH LEARNING DISABILITIES AND OTHER SPECIAL NEEDS

Most transition programs listed below have been designed or adapted specifically for youth with substantial learning disabilities and other special needs, but a few may include young people with other conditions and abilities as well. The programs can be grouped in four categories: short-term residential programs, campus-based programs, vocational day programs, and social skills training programs. Some address all aspects of living independently; some emphasize primarily one area. The section about additional program resources includes those which do not fit the above categories or which are more local in nature; these are seen as possible models for a parent or professional service group to consider starting in their locale. There are also sections on employment, selected publications, and funding for new programs.

Please Note: Persons with substantial learning disbilities sometimes have other disabilities as well. Some of the programs do and others do not encourage applicants with other conditions. For those whose primary condition is severe traumatic head injury, chronic psychiatric illness, or chemical dependency, these programs are probably not appropriate. However, they may be suited for some students who have sustained injury to the brain through disease, exposure to toxins, or other neurological conditions.

Transitional Residential Programs

These programs usually last from one to three years. Students/residents may live in a dormitory or apartment and receive daily supervision to help them learn how to live in a group and how to manage life arrangements. Being employed or enrolled in a vocational training program is a part of such a program. Assistance is provided in securing vocational opportunities. The goals of transitional residential training programs are to instill a sense of responsibility and foster decision-making skills. The term "residential" sometimes refers to a program providing an option to live in a supervised dormitory setting. Sometimes the program also includes training in the personal skills necessary to live successfully in a group.

Career Apprenticeship Progam (CAP)
335 Oakland Road
Hyannis, MA 02601
(617) 778-1488
Fred Peck, Program Supervisor

The Career Apprenticeship Program is sponsored by Riverview School, Inc. Independent living skills are taught in a supportive, group home environment. Residents are employed at local businesses and receive training in a variety of areas. Students may stay up to three years.

Chapel Haven, Inc.
1040 Whalley Avenue
New Haven, CT 06515
(203) 397-1714
Jeanne Lloyd, Director of Admissions

Chapel Haven offers participants a structured transitional residence designed to promote independent living skills and employment. Job samplings with local employers are utilized to link the practical academic and pre-vocational program with necessary job skills. Achievement of living skills and employment goals leads to an independent living situation in the New Haven community.

Independence Center
1800 S. Robertson Boulevard
Suite 921, Building 6
Los Angeles, CA 90035
(213) 650-4116
Stephen and Carol Goodman, Directors

Independence Center provides a warm, supportive, and professionally-run program in which young adults learn the skills necessary to live independently, improve self-esteem, solve problems, and find and keep employment. Vocational training is provided within the community, through internships, classroom workshops, or volunteer positions. Residence is provided in a supervised apartment building, and social activities are planned with students.

Jespy House
65 Academy Street
South Orange, NJ 07079
(201) 762-6909
Lynn Kucher, Executive Director

Jespy House provides young adults with the opportunity to live in a supervised apartment setting and develop basic life skills, social skills, latent abilities, and achieve independence. Residents are placed in the local job market upon arrival at the program, and supervision is provided by a vocational counselor.

Life Development Institute
P.O. Box 15112
Phoenix, AZ 85060
(602) 955-2920
Robert Crawford, Director

The Life Development Institute conducts a variety of programs designed to enable participants to obtain employment and independent living status commensurate with individual capabilities. Vocational assessment and training is provided through community based programs or direct job placements.

M.A.C.L.D. Apartment Residence/STILE Program
(Success Through Independent Living Experiences)
1501 Park Avenue
Asbury Park, NJ 07712
(201) 774-4737
John Reno, Director

STILE is a transitional living facility sponsored by the Monmouth County Association for Children and Adults with Learning Disabilities. It provides experiential training to residents. Daily living, social, and vocational skills are developed through intensive instruction, counseling, and job placement. Productive independent living is the standard goal.

Transitional Apartment Program
18 Park Street
Lee, MA 02138
(413) 243-2576
Michael McManmon, Director

Residents receive training in supervised apartments and participate in paid or voluntary job placements. The participants, who may be between 18 and 30 years old, are frequently clients of the Department of Social Services or of the Department of Mental Health of Massachusetts, and there are a variety of reasons they may need supported living arrangements and training. The goal is placement in a full-time job six months before leaving the program, and the usual length of time to meet the criteria for graduation is two years. It is a nondegree program.

Campus Based Programs

These programs are based in a separate center on a regular college campus. Some offer support while students take classes on a mainstreamed basis; others offer special classes and vocational training in separate settings for some or all aspects of the program.

Indian Hills Community College
Strauss Kephart Institute
Grandview & N. Elm
Ottumwa, IA 52501
(515) 683-5125
Judy Brickey, Director

Indian Hills Community College offers a postsecondary educational program for students with learning disabilities. The residential program is designed to meet special educational and developmental needs of high school graduates who wish to increase their educational achievement and vocational potential but who, because of a specific learning disability, are unable or unready to cope with the demands of a traditional college program. Residential spaces are available in the college dormitories.

La Guardia/FEGS (Federal Employment and Guidance Services)
Integrated Skills Vocational Training Program
CASE Institute for Research and Development in Occupational Education
CUNY Graduate School
33 West 42nd Street, 620 NC
New York, NY 10036
(212) 921-2985
Dolores Perin, Project Director

The one year program at La Guardia offers a half day of vocational training and a half day of college based courses. The vocational training is in the not-for-profit trade school, FEGS. Training may be in the area of upholstery, mailroom/office machinery, furniture refinishing, jewelry manufacturing, porter training, or building maintenance. The courses at La Guardia Community College are in basic reading, writing, and math skills; social skills training; on-campus work experience; and tutoring. Usually, students do not have a high school diploma, but those who do are seeking further skills in preparing for employment. Students do not live on campus.

Vocational Independence Program
New York Institute of Technology
Cottage A, Carleton Avenue
Central Islip, NY 11722
(516) 348-3354
David Finkelstein, Director

The Vocational Independence Program is a two-year, certificate-granting program. Its goals are to develop the skills necessary for living an independent life; provide experience in a variety of realistically selected jobs; and offer enjoyable social and recreational experiences of college life. Students can major in food service, business and clerical work, and indoor or outdoor maintenance. Dormitory space is available.

Para-Educator Center for Young Adults (PEC)
New York University
School of Education, Health, Nursing, and Arts Professions
One Washington Place
New York, NY 10003
(212) 998-5800
Jane Herzog, Director

The overall purpose of PEC is to train young adults with moderate handicaps to be teacher aides. This training enables the aides to serve in nursery schools, public school kindergartens, geriatric care facilities, and agencies such as Head Start, hospital school centers, settlement houses, institutions for the care of infants with handicaps, and the like. The two-year program combines classwork, group talk sessions, individual tutoring, and fieldwork. Two residences serve more than half the students; the balance commute from home.

Professional Assistant Center for Education (PACE)
National College of Education
2840 Sheridan Road
Evanston, IL 60201
(312) 475-1100
Robert Harth, Director

PACE is a noncredit, nondegree, two-year, postsecondary residential program for slow learning and learning disabled students. It prepares young adults, ages 18–30, to be preschool teacher aides. Dormitories are available, with 24 hour supervision.

Threshold Program
Lesley College
29 Everett Street
Cambridge, MA 02238
(617) 491-3739
Arlyn Roffman, Director

Threshold is a two-year nondegree program at Lesley College for learning disabled young men and women ages 18-26. The curriculum prepares students for careers as aides in the helping professions with young children, elderly people, or people with disabilities. In addition, students take a series of courses to improve their social, independent living, and leisure time skills. Campus dormitories are available. Upon graduation students receive a certificate of completion and six college credits in vocational studies. Most enroll in the **Threshold Transition Program,** a third year which offers on-the-job support and assistance to students in independent management of their own apartments as they venture into life in the Boston area.

Transition Program
Middlesex Community College
Terrace Hall Avenue
Burlington, MA 01803
(617) 272-7342
Pat Seppanen, Director

The Transition Program is a two-year, noncredit, certificate program for students with general and specific learning disabilities. Students complete specially designed courses in business/consumer math; personal and social development; internship placements in clerical, distribution, or printing occupations; and electives in the humanities/life-long interests. The program is open only to residents of Massachusetts and has no on campus housing.

Vocational Training Day Programs

Programs for vocational training provide participants with on-the-job, supervised training, or with simulated training in a classroom or workshop. This takes place in an independent community agency or an adult education setting. Examples of vocational skills taught in such programs are: data processing, clerical work, manufacturing, human services, and machinery assembly and operation. Courses vary in length of time and size of group.

Services to Elderly People (STEP)
Technical Institute of Hutchinson
200 Century Avenue
Hutchinson, MN 55350
(612) 587-3636
Joyce Evenski, Instructor

STEP is a nine month program which provides vocational training in the areas of nursing assistant, home-health aide, homemaker services, transportation assistance, and in-home care of the young child. Curriculum materials are written at a 4-6th grade reading level, and students participate in on-site work situations. The program has a broader focus than its name implies, and it is being restructured with additional opportunities that offer skills and social training appropriate for students with learning disabilities and other special needs.

Adult Special Education Program (ASEP), Inc.
205 Philadelphia Pike
Wilmington, DE 19809
(302) 762-5783
Rosario R. Limmina, Executive Director

ASEP will accept anyone who has had an IEP in high school. It offers counseling to meet the individual's need, whatever it is, by counseling and referral and followup services. Each individual is placed in a competitive, unsubsidized position and receives as much support as is needed. The majority of clients are between 17 and 21 years, but there is no ceiling.

Career Development Program
Francis Tuttle VoTech Center
12777 North Rockwell
Oklahoma City, OK 73142
(405) 722-7799
Mary Greenwood, Director

The non-profit program offers, free, diagnostic and referral services to people with a wide range of abilities. It has 26 programs to choose from as pre-employment training. It is possible to enroll for a half or full day, in conjunction with or prior to jobs. The counselors will assist with placement for part-time and full-time employment, tutoring, or counseling services.

Human Resources Center
I.U. Willetts Road
Albertson, NY 11507
(516) 747-5400
Craig Michaels, Coordinator

The Human Resources Center offers four models of comprehensive vocational training for young adults with a wide range of learning disabilities, many of whom are enrolled in local community colleges and some of whom are seeking vocational training. Supportive services and advocacy is offered through the Learning Disabilities Program, and experiences with many types of work skills are provided.

Social Groups and Training

Programs that focus on social skills training teach participants appropriate interaction with others, appropriate assertiveness, and friendship-making skills in the context of weekly meetings, trips, and other activities of interest to the group. These programs are often developed by parents or other interested community leaders and take place in a variety of privately arranged settings.

Brandywine Social Club
Y.M.C.A Resource Center
11th and Washington Streets
Wilmington, DE 19801
(302) 571-6975
Marguerite Baker, Coordinator

Club members participate in cultural and social activities, as well as travel and sightseeing opportunities. The club meets twice a week, and is led by peers and professionals.

City Lights Program
339 N. Broadway
Upper Nyack, NY 10960
(718) 634-7206
Regina and Gil Skyer, Directors

The City Lights Social Club meets weekly to provide recreation and socialization program activities in the New York City area during the winter and spring. Members are teenagers and young adults with learning disabilities and mild neurological impairments. The directors also sponsor **Summit Travel and Camp Program,** which offers summer travel to various parts of the world.

Springboard, Inc.
Box 1342
West Concord, MA 01742
(617) 360-1352
Alma Ring, Coordinator

Springboard, Inc. is devoted to assisting young people in achieving their goal of independent living. Regular meetings are held on two evenings and two Sunday afternoons each month. Sessions are guided by professional leaders, and the topics are varied. Cultural and social activities result in the formation of lasting friendships while providing enjoyment and learning experiences.

Additional Program Resources

Center for Slower Learners
5931 Buffridge Trail
Dallas, TX 75252
(214) 248-2984
Kaye Johns, President, Executive Officer

CSL is a nonprofit resource center for slower learners (IQ, 70-89), their families, teachers, and other professionals. Services include telephone counseling with parents; information on job opportunities, curricular suggestions for teachers, and social activities in the Dallas area. The Job Club is an innovative, structured group approach to self placement in jobs; a buddy system and weekly meetings offer support to new workers. Support groups for parents are also available.

Condominium Lodging Houses
12 Lincoln Rd., Brookline, MA 02146
David and Margot Wizansky
(617) 629-2710 (David)
(617) 527-4610 (Margot)

Several houses are owned by a nonprofit organization of parents to offer the opportunity to own part of a group home. Thus, residents have a permanent place of their own and a sense of security, supervision on a 24-hour basis, and a family-like setting in which to learn social skills. Ten to twelve young adults with a range of developmental disabilities and handicaps hold jobs and participate in various programs in the community.

The Lab School of Washington's Night School
4759 Reservoir Road, N.W.
Washington, DC 20007
(202) 965-6600
Neil Sturomski, Director

The Night School for learning disabled adults (18+ years) is a nonresidential, nondegree program of intensive instruction in academic, communications, and life management skills. Courses and experiences in the arts, computer courses, and informal counseling are all available from the special education trained staff. Classes meet for three hours, two nights a week, and students may enroll for one semester, or up to several years. Weekend activities are also available. This program offers classes in reading, writing, and math in addition to training in social and life skills. Preparation for the GED is available. Students commute from a wide area around Washington, DC.

Open Horizons/Adult Living Internship
Center for Unique Learners
5705 Arundel Ave.
Rockville, MD 20852
(301) 231-0115
Marilee Bell, Director

The Adult Living Internship is designed for the Center's Open Horizons program, which offers a highly individualized curriculum for learning disabled young adults. Open Horizons students meet up to 16 hours each week for a learning program incorporating academic skills, computer literacy, vocational counseling, work experience, and consumer skills. Candidates for the internship must be in the Open Horizons program and must have participated in the training sequence.

Project A.B.L.E.
(Alternatives for a Better Learning Experience)
Norwalk Board of Education Adult Education
105 Main Street
Norwalk, CT 06854
(203) 847-0481
Patricia Giannini, Director

A.B.L.E. is an example of a program serving adults with learning disabilities through the public schools. Students attend classes two nights a week, for up to two years, to study business math, writing/spelling, and reading comprehension. The staff is trained in special education and provides informal counseling, socialization training, and a variety of supportive services, such as assistance in test taking and making requests for modifications in testing conditions for licensing exams. Twenty percent of the students go on to vocational school or a training program; most combine the classes with daytime jobs.

Employment and Placement Resources

Job Training and Partnership

Located in many cities throughout the country, information regarding the training programs may be obtained by calling the State Office of Employment, listed in local phone books, and asking for procedures.

Mainstream's Project LINK
1030 15th Street, N.W., Suite 1010
Washington, DC 20005
(202) 898-0202
Tommizene Phillips, Regional Manager

Mainstream's Project LINK
717 N. Harwood, Suite 890
Dallas, TX 75201
(214) 969-0118
Joreen Sixtos, Regional Manager

Projects With Industry
(Located in Los Angeles, Boston, Minneapolis, Chicago, Phoenix/Tucson, Philadelphia)
The Main Office is:
Electronic Industries Foundation
1901 Pennsylvania Avenue, NW, Suite 700
Washington, DC 20006
(202) 955-5815
Carol Dunlap, Project Director

Call or write for a listing of addresses and phone numbers in local areas.

SELECTED PUBLICATIONS

Bringing Disabled Americans into the Mainstream, The ICD Survey of Disabled Americans. New York: Louis Harris and Associates, Inc., 1986. $5.00; and **Employing Disabled Americans,** ICD, 1987. $10.00.

ICD-International Center for the Disabled
340 East 24th Street
New York, NY 10010
(212) 679-0100
(212) 889-0372 (TDD)

Directory of Facilities and Services for the Learning Disabled, 12th Edition (1987-1988). Novato, CA: Academic Therapy Publications, 1987. $2.00.

Academic Therapy Publications
20 Commercial Blvd.
Novato, CA 94947-6191

HEATH Resource Center has available free by request the following resource papers:

- **Computers, Disability, and Postsecondary Education.** Jay Brill, November, 1987.
- **Education for Employment: A Guide to Postsecondary Vocational Education for Students with Disabilities.** Mona Hippolitus, (1986-87).
- **Vocational Rehabilitation Services—A Postsecondary Consumer's Guide.** Jay Brill, 1987.
- **Information from HEATH**—Newsletter, three times a year.

Life Directions for Young Adults with Learning Disabilities and Other Special Needs. (in press).

Riverview School Corporation
Route 6 A
East Sandwich, MA 02537
(617) 888-0489

Reflections on Transition: Model Programs for Youth with Disabilities. A compilation of ten transition projects in the New York City area funded by the US Department of Education, Office of Special Education. $18.75.

CUNY Research Foundation Account #77002
Center for Advanced Study in Education
Graduate School, City University of New York
33 West 42nd Street (620N)
New York, NY 10036
(212) 921-2985

Transition Summary, No. 4. National Information Center for Children and Youth with Disabilities, 1987. Available free.

NICHCY
P.O. Box 1492
Washington, DC 20013
(703) 522-3332
(800) 999-5599 (a recorded message service)

Unlocking Potential: College and Other Choices for Learning Disabled People: A Step-By-Step Guide. Barbara Scheiber and Jeanne Talpers, Bethesda, MD: Adler & Adler, 1987. $12.95.

Adler and Adler
4550 Montgomery Avenue
Bethesda, MD 20814
(301) 824-7300 (MD callers; call collect)
(800) 638-3030

What Do You Do After High School?: The Nationwide Guide to Residential, Vocational, Social and Collegiate Programs Serving the Adolescent, Young Adult, and Adult with Learning Disabilities. Regina Skyer & Gil Skyer. 1987. $29.95.

Skyer Consultation Center, Inc.
P.O. Box 121
Rockaway Park, NY 11694
(718) 634-7206

FUNDING FOR MODEL PROGRAMS

The U. S. Department of Education seeks applications from persons and groups developing model transition programs. Deadline this year is March, 1988. Readers interested in receiving an application should write or call

Secondary Education and Transitional Programs Branch
Office of Special Education
400 Maryland Avenue, SW
Washington, DC 20202
(202)732-1177.

The Foundation for Children with Learning Disabilities (FCLD) seeks applications from those developing programs to asssist young people with the transition from secondary school to either work or continuing education. Deadline this year is March, 1988. For information call or write

Jan Coles
Foundation for Children with Learning Disabilities
99 Park Avenue
New York, NY 10016
(212) 687-7211

Fall, 1987. This resource paper was written by Ann R. Davie, Assistant Director of HEATH, based on research by Elizabeth Neault, Riverview School, Inc.

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Arlyn Roffman, Director, Threshold Program, Lesley College, Cambridge, MA.

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NOTES

About HEATH

The HEATH Resource Center operates the national clearinghouse on postsecondary education for individuals with handicaps. HEATH is an acronym for **H**igher **E**ducation and **A**dult **T**raining for people with **H**andicaps. The Center is supported by the United States Department of Education and is sponsored by the American Council on Education. It collects and provides information about educational support services, policies, procedures, adaptations, and opportunities for people with disabilities which can be found on American campuses, vocational-technical schools, adult education programs, independent living centers, and other training entities after high school. The mission of HEATH is to expand the choices for people with disabilities as they seek to develop their full potential through postsecondary education and training.

About Other Clearinghouses

HEATH is one of several federally funded centers of information about education for children and youth with handicaps. They are part of the Recruitment and Information program authorized by Section 633 of Part D of the Education of the Handicapped Act, as amended.

The National Information Center for Children and Youth with Handicaps (NICHCY) handles concerns about younger persons with disability through secondary school. NICHCY, Box 1492, Washington, DC 20013 (702) 522-3332, Voice/TDD. (800) 999-5599, for a message taking service. SpecialNet ID: NICHCY.

The National Clearinghouse on Careers and Employment in Special Education encourages individuals seeking to assist those with disabilities by obtaining training in special education. Sponsored by NASDSE, 2021 K Street, NW, Suite 315, Washington, DC 20006. (202) 296-1800.

HEATH is a program of the American Council on Education.

Judith S. Eaton, *Board Chair*, ACE
President, Community College of Philadelphia
Robert H. Atwell, *President*, ACE

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